Advanced Placement World History Summer Assignment 2017-2018

“Why do we have to do a summer assignment? This is a commonly asked question within local educational circles. The reason is NOT because we are trying to take away your summer and burden you with a heavy work load. FCPS begins school later than most school systems in the U.S. which begin school in early to mid-August. However, all students take the AP Exam on the same day in mid-May which puts us about 3-4 weeks behind other school systems. In order for us not to get too far behind, it is imperative that we assign you some work over the summer. If you fail to turn in this summer assignment you will be encouraged to drop the course as it will convey to us that you are lacking the discipline required for such a course. Your summer assignment is due on August 28 (A Day) & 29 (B Day). Please utilize the discussion tab on the Blackboard site that we have created for your use. If you have questions, you can create a thread and your peers can respond. Mr. Chapman & Mrs. Cespedes will also provide clarification and direction to any questions that you might have.

The first thing that you need to do is this: Purchase the following APWH AMSCO book online and do so ASAP!

Part I-

Read the Preface, the Introduction, and pages 1-49. You do not have to take notes on these pages, but you must complete the Multiple Choice and Short Answer Questions on pages 41-44. Then read pages 50-118. As you read about Unit II, complete the Unit II Outline Notes (600 BCE to 600 CE) using your AMSCO APWH book. Use the outline as a template to type notes as you read. These notes are not just vocabulary definitions. Yes, you should define the terms accurately and completely, but you also should be understanding these concepts in historical context. See Contextualization on p. xvii. When applicable, include aspects of contextualization, the other historical thinking skills (p. xv-xix), and the Course Themes (p. xx-xxiii) in your responses. Keep in mind, when outlining that you do not want to type everything that you read in the book. You need to process what you read, and put it into your own words. Obviously, your outline will be longer than the template. Your understanding of the term “monarchy” will likely be longer than the one line provided on the template. Remember the “I” in PRIDE stands for integrity. All of your assignments are to be completed by you and only you! Cheating and plagiarism are serious offenses and are violations of the Honor Code.
Part I: Outline

I. Greece

   A. Early Mediterranean Civilizations
      1. Crete:
      2. Mycenae:

   B. Politics
      1. Monarchy:
      2. Oligarchy:
      3. Aristocracy:

   C. Early Athens
      1. Early Leaders:
      2. Direct Democracy:
      3. Council of 500:

   D. Early Sparta
      1. Messenia:
      2. Impact of the Helots:
      3. Military-State:
      4. Oligarchy:
E. Economics
   1. Agriculture/Fishing:
   2. Herding:
   3. Trade:

F. Military
   1. Hoplites:
   2. Phalanx:
   3. Nature of Greek Warfare:

G. Athenian Society
   1. Slavery:
   2. Women:

H. Spartan Society:
   1. Equality:
   2. Women:

I. Religion
   1. Polytheism:
   2. Mythology:
J. Philosophy
   1. Socrates:
   2. Plato:
   3. Aristotle:

K. Art
   1. Drama:
   2. Lyric Poetry:
   3. Classical Architecture:
   4. Hellenic Culture:

II. Persia
   A. Origins
      1. Trade:
      2. Royal Road:
      3. Cyrus the Great:
      4. Cambyses:
      5. Satraps:
      6. Darius I:
      7. Toleration:
B. Persian Wars
   1. Purpose:
   2. Delian League:
   3. Xerxes:
   4. Impact:

C. Zoroastrianism
   1. Location:
   2. Zarathustra:
   3. Ahura Mazda:
   4. Dualism:
   5. Impact:

III. Alexander the Great

   A. Peloponnesian War
      1. Athens vs. Sparta:
      2. Impact:
      3. Philip II of Macedon:
      4. Impact of Philip’s Death:
B. Alexander’s Reign
   1. Empire Building:
   2. Military Innovation:

C. Impact
   1. Education:
   2. Culture:
   3. Hellenistic Culture:

D. Other Empires in Persia
   1. Seleucids:
   2. Parthians:
   3. Sassanid:

IV. Early Rome
A. Etruscans and Latins
   1. Origins:
   2. Political Traditions:
B. Roman Republic (509-31 B.C.E.)

1. Patricians (Senate):
2. Plebeians (Assembly):
3. Tribunes
4. Consuls:
5. Failures:
6. Punic Wars:
7. First Triumvirate:
8. Julius Caesar:
9. Crassus:
10. Pompey:

C. Roman Society

1. Slaves:
2. Decline of Small Landholders:
3. Women:
D. Second Triumvirate
   1. Mark Antony:
   2. Lepidus:
   3. Octavian:
   4. Battle of Actium:

E. Roman Monarchy/Empire (31 B.C.E.-476 C.E.)
   1. Augustus Caesar:

F. Roman Law
   1. Law of the Twelve Tables:

G. Roman Bureaucracy
   1. Governors:
   2. Equites:
   3. Pax Romana:

H. Economics
   1. Trade:
   2. Silk Roads:

I. Culture/Arts
   1. Greek/Roman Connection:
J. Roman Religion
   1. Syncretism:
   2. State Religion:
   3. Personal Religion:
   4. Jews under Roman Rule:

K. Christianity
   1. Origins:
   2. Peter and Paul:
   3. Features of Emergent Christianity:
   4. St. Augustine:

L. Interregional Trade Networks
   1. Sea Routes:
   2. New Technology and New Goods:

M. Roman Decline
   1. Economic:
   2. Military:
   3. Political:
N. Legacies of Rome

1. Law and Government:
2. Architecture:
3. Military:
4. Literature:
5. Language:

V. Aryan India (1,500-400 B.C.E.)

A. Origins

1. Indo-European Migration:
2. Why?
3. Impact:

B. Caste System

1. Brahmin:
2. Kshatriya:
3. Vaishya:
4. Shudra:

C. Religion- Early Hinduism

1. Vedas:
VI. Early Belief Systems

A. Hinduism

1. Location:
2. Atman:
3. Impact of Aryan Religion:
4. Moksha:
5. Dharma/Karma:
6. Monotheistic or Polytheistic?
7. Nature of the gods:
8. Vedas/Gitas:
9. Impact:

B. Buddhism

1. Location:
2. Siddhartha Gautama:
3. Buddha:
4. Eightfold Path/Four Noble Truths:
5. Theravada:
6. Mahayana:
7. Impact:

D. Mauryan Dynasty (India 300 B.C.E.-200 C.E.)
   1. Chandragupta Maurya:
   2. Ashoka:
   3. Politics:
   4. Decline:
   5. Trade:

E. Gupta Dynasty (India 300-600 C.E.)
   1. Politics:
   2. Economics:
   3. Technology:
   4. Women’s Rights:
   5. Religion:
   6. Decline:

VII. Three Great Philosophical Traditions
   A. Confucius
      1. Teachings:
2. Analects:
3. Family:

B. Daoism
   1. Teachings:
   2. Yin Yang:

VIII. Qin China (221 B.C.E. - 207 B.C.E.)
   A. Qin Shi Huang Di
      1. Great Wall:
      2. Legalism:
      3. Achievements:
      4. Decline:

IX. Han China (206 B.C.E.-220 C.E.)
   A. Liu Bang
      1. Founder:
   B. Han Wudi
      1. Central Government:
   C. Han Achievements
      1. Silk Roads and Capital Cities:
2. Paper, Calendar, and Farming:

D. Disease, Inequality, and Unrest

E. Society
   1. Social Classes:
   2. Patriarchal:
   3. Examination System:

X. Early American Civilizations

A. Moche
   1. Architecture:
   2. Economy and Trade:
   3. Society and Religion:
   4. Disappearance of Moche:

B. Olmec
   1. Teotihuacan:
   2. Decline:

C. Mayans
   1. Agriculture:
   2. Cities:
3. Government:

4. Religion:

5. Science and Culture:

6. Decline:

XI. Trade Routes

A. The Silk Road

1. Location:

2. Trade Products:

3. Impact on Religion:

4. Impact on Technology:

B. Indian Ocean Maritime System

1. Location:

2. Trade Products:

3. Impact on Technology:

4. Impact of Climate:

C. Saharan Trade Route

1. Location:

2. Trade Products:

3. Impact:
Part II-

1. Memorize the following AP World Regions that are shown on page 22. They are: Southeast Asia, East Asia, Central Asia, South Asia, The Middle East, North Africa, West Africa, Central Africa, Southern Africa (you cannot refer to it as South Africa as that is a modern nation-state), Latin America & the Caribbean, and North America. You should also know Western Europe and Eastern Europe.

2. Memorize the six Unit Periods (shown on page 23) for the course. They are as follows:

<table>
<thead>
<tr>
<th>Unit I-</th>
<th>Beginnings to c. 600 BCE</th>
<th>Unit IV-</th>
<th>c. 1450 CE - c. 1750 CE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit II-</td>
<td>c. 600 BCE - c. 600 CE</td>
<td>Unit V-</td>
<td>c. 1750 CE - c. 1900 CE</td>
</tr>
<tr>
<td>Unit III-</td>
<td>c. 600 CE - c. 1450 CE</td>
<td>Unit VI-</td>
<td>c. 1900 CE to the Present</td>
</tr>
</tbody>
</table>

Part III-

The Neolithic Revolution is considered one of the seminal events in the history of the human species. In a period of several thousand years, humans went from a largely migratory species to an increasingly sedentary and agricultural society. Historians have often remarked on the vital importance and positive nature of this change, as it led to the development of cities and civilizations. However, some historians do not agree that this was a positive development. In fact, many argue that the Neolithic Revolution was a horrendous turning point in the history of the human species.

Jared Diamond is such a thinker. In his infamous article *The Worst Mistake in the History of the Human Race*, Diamond argues that not only was the Neolithic Revolution not positive, but it has led to all the evils that exist in the world today. Read this article.


Please type or hand write your responses (blue or black ink only) on your own paper. Do not use this paper for responses.

1. Write what you believe to be Diamond’s thesis.
2. What are Diamond’s two most persuasive statements? Why?
3. Many critics of Diamond argue that he has had plenty of opportunity to join a hunter-gatherer and he refused to. Should it influence our opinion of his argument if he is not willing to live with the consequences of it?
4. What should human beings and human societies want from their existence?
Watch the video based on Diamond’s book Guns, Germs, and Steel.

https://www.youtube.com/watch?v=bgnmT-Y_rGQ

Please type or hand write your responses (blue or black ink only) on your own paper. Do not use this paper for responses.

5. What was Yali’s question? How did it lead Diamond to do the research which led to Guns, Germs, and Steel?
6. What is “cargo” as used in the question posed by Yali? How was cargo viewed by many New Guineans?
7. Compare and contrast the colonialist view of “genetic superiority” vs. Diamond’s view of New Guineans in terms of abilities?
Part IV- Timelines

Create a separate timeline using the key terms on pages 66, 86, 106, and 118 (4 timelines total). Use a single sheet of paper (minimum size 11 x 14) that will fit all of the key terms that are most significant. It is up to you to interpret what key terms are most important. Please do not email us about how many terms to use and if they are adequate. Use your historical judgement and supply us with the evidence that fits best.

- Use a consistent scale (400 years should be four times as long as 100 years).
- Use BCE/CE (and be careful not to mix them up!).
- Research start (and end, when applicable) dates for each event – they are NOT listed in order.
- Plot appropriate key terms on the timeline, along with a single sentence summary of the impact/significance during this time period.
  - For example: Ashoka sent missionaries to Central Asia to spread Buddhism, which spread to China via trade and commercial interactions. Do not simply list terms without a summary. That is not acceptable.

Ashoka Maurya sent missionaries to Central Asia to spread Buddhism, which spread to China via trade and commercial interactions.

This is just one option for designing your timeline, but not the only way for you to format your work.
Part V- Documents

Considering the Evidence: The Good Life in Classical Eurasia

While reading, highlight and annotate important concepts on the margins. Answer all of the questions including the, “Big Picture Questions and the Using Evidence Questions.
The good life in classical Greece: Considering the evidence

Documents

Reconstructions from Conclusions

Classical Greece

Prehistoric Greece, 3000 B.C. to 500 B.C.

Part I: IE CLASSICAL ERA IN WORLD HISTORY, 500 B.C.-500 C.
Report from Jesus

Document 4

[Text content not legible]
The Case of Murder

Confronting the Eastern Front: The Good Life in C.A.S.

The Case of Murder

Confronting the Eastern Front: The Good Life in C.A.S.
Representations of the Buddha: Considering the Evidence

Visual Sources

The Good Life in Classical Eurasia

Using the Evidence